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ABSTRACT

The art of effective management is addressed, along with motivational factors that affect the way in which employees respond to management. To meet challenges for better production, organizational systems are taking into account the development of individual employees. Since human behavior must be fully understood to develop human resources, "new design managers" need to understand psychological needs and what motivates individuals. Therefore, at the heart of effective administration are working conditions designed to meet physical and psychological needs, and the astute skill exhibited in approaching employees in a way that causes them to be motivated. Eight of 16 motivational factors important to developing human resources for productivity are as follows: showing respect for employees increases self-esteem and positive feelings; understanding that individual successes strengthen the total organization; rewarding and praising employees increases productivity; challenging workers and providing stimulating work provides the incentive to produce more; knowledge of progress is reinforcing; working for the same goals encourages teamwork; employees tend to identify with leaders who set desirable examples; and individuals are usually encouraged to work harder when they feel secure about their status. (SW)

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MONOGRAPH #1

THE ART OF ADMINISTRATION

by

Richard D. Packard

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THE ART OF ADMINISTRATION

by

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INTRODUCTION: Administrators have a great deal of effect on employees' concepts of themselves; managing people is a tremendous responsibility, and if not understood, or taken seriously, negative procedures may result in many individuals sustaining considerable loss of potential. For some, this human tradgedy causes great and irreversible damage, with a few quietly withdrawing while others become social reactionaries. It is reasonable to believe that the level of maturity and self-esteem held by individuals in any group is a good measure of the skill and effectiveness of the administrators. Therefore, the working conditions which are designed to meet physical and psychological needs, and the astute skill exhibited in approaching employees in a way which causes them to be motivated, are at the heart (art) of effective administration.

Art may be considered a highly developed skill, therefore, as presented in this monograph, it follows that "the art of administration" may be defined as the skillful application of effective management procedures. Kerlinger (1967, p. 10) has stated, "the basic aim of science is theory;" beyond that, it should be our understanding that before one may be artful in applying management expertise the knowledge related to an endeavor must be mastered. To be effective and accomplish a high level of achievement toward meeting the desired goals of an organization it is paramount to secure the services of managers who understand the basic aim of science, which in essence means they must have a sound theoretical base relevant to phenomena associated with leading, managing and administering human beings. As Einstein (1938, p. 33) has stated, one of man's main purposes is to "endeavor to understand reality," therefore, it is rational to assume the first thing a manager must obtain are the basics of pertinent theoretical relationships (the best and most empirical reality) regarding organized systems and the development of human resources for productivity. Furthermore, as Capra (1980, Ch. 10) points out, "the web of relationship," "balance," and "The Unity of All Things," should be realized; managers must understand actions will result in affecting the balance of things; their decisions and ways of conveying them establish the direction regarding whether reactions are going to be positive or negative.

ORGANIZED SYSTEMS: NEW MANAGEMENT DESIGN

"Times are changing," and whether some institutions have leaders who recognize it or not, people are beginning to demonstrate a difference

in behavioral patterns and responses to the work environment; they are more astute about how organizations operate, more aware, more mature, more independent in thought which includes their continuing changes in attitudes and values about self and work (Fritz, 1979, Pp. 35-38) (Yankelovich, 1979, a,b,). "Old style" managers just may not have what it takes to earn the respect and loyalty which is required to be effective with the more astute employee.

Since this material relates to the art of administration and defines art as a skillful application or design, it is appropriate to conclude that the period we are currently transcending is one which should be viewed as the era requiring a "new management design." In essence, this new design means those administrators (organizations) who are knowledgable and skillful enough to adjust to, and serve, the basic needs of the individuals within the collective group, will survive and have the greatest potential to become successful. Conversely, those unable to develop the new management design, and acquire the necessary and positive ways of communication, will experience a period of extreme anxiety and tense struggle and eventually become superficial and non-productive. Results of recent studies indicate that some business leaders are far ahead of other professionals in various public agencies when one considers the use of positive motivational efforts which increase production (Peters and Waterman, 1982). Under any circumstances, institutions lacking new design leaders will experience a painful organizational deterioration and unfortunately, this depreciation will directly affect all those people (human resources) having the misfortune of being associated with these mediocre, unaware, archaic, undesirable and sometimes self-destructive managers.

However, at this particular time in history, it is most appropriate to be optimistic about the future of the development of administrative and management leaders; there is no way to escape the new demands of human direction and forces. Recent reactions to world competition have resulted in a dominant trend toward requiring management systems which will "pay off." While it may be temporarily discouraging to find that management will change only for reasons of competition and profit (rather than for reasons of understanding the basics of human needs and motivation and developing the appropriate sensitivity related to respect for human conditions), for future progress, the new design will demand consideration of/and attention to factors related to human resources and the planned development of personnel which will ultimately result in significant progress for individuals as well as organizations. Peters and Waterman (1982, Ch. 8) have extensively discussed the concept of "productivity through people." They have quoted many case studies containing success stories, and in all of them the most productive managers and systems were those which came from a trust orientation (even though a few - about 8% are found to abuse trust), the pervasive theme with companies rated as excellent was "respect for the individual" and those which "treat people as adults," also, "Treat them as partners; treat them with dignity. . ." "Treat them . . . as the primary source of productivity gains."

A major consideration for success is to obtain and keep administrators who maintain a knowledge and sensitivity about what motivates individuals to work toward a common goal. Halpin (1966, Ch. 4) has

said that the "organizational climate" of an institution is a major factor in affecting attitudes and motivation of employees, the "open" rather then "closed" climate was found to be the most productive model, and the main ingredient affecting a positive climate was the "authenticity" or "genuineness" of administrators in the way they dealt with variables related to human behavior. The "leadership style" adequate for future progress requires administrators who value and practice egalitarian procedures, where individuals at all levels of production are respected and are encouraged to provide input into decisions affecting the mutual efforts of the total body. Open procedures using "participatory democracy" are the ones which will result in the most positive and healthy environment and in the highest levels of performance.

Blanchard and Johnson (1982, p. 44) have recommended telling "people up front that you are going to let them know how they are doing . . . Praise people immediately . . . Tell people what they did right--be specific." There is much evidence to indicate praise is more effective than reproof or punishment (Bjorkquist, 1982, p. 127) (Packard, 1967), but feedback (Allport, 1964, p. 246) is certainly a necessary management procedure whether it is reinforcing or mildly punishing; people need to know that they (and the job) are important enough to deserve and receive management's full attention.

Managers must understand employees need to feel they belong, and when they have a feeling of belonging their self-concepts are enhanced resulting in the greatest possibility for high achievement; a good self-concept will cause people to continue to strive harder and performance will reach the most desirable potentials. The opposite happens when the administration is weak, insecure and incapable of recognizing others' worth. Leaders without the necessary capabilities to trust and respect employees quite often behave in an egotistical manner, ignoring others and their ideas, and in some cases, their frustrations cause them to revert to procedures of sarcasm, ridicule and even shame and embarassment. Bjorkquist (1982, p. 123) discusses what will happen to people who are subjected to unsatisfactory managers when he defined the term "demotivation" - "Demotivation is nothing more than loss of motivation." When an individual looses motivation because of poor management one of the most devastating results is boredom. This may cause many different types of unacceptable reactions. It is apparent, these conditions will lead to frustration and withdrawal in some and aggression in others; nevertheless, the operation is not a happy or productive one.

Many administrators continue to have a great deal of difficulty understanding the types of extrinsic rewards which will most positively lead individuals to work for the organization for intrinsic reasons. Allport (1964, p. 239) implies what will happen to workers who have had little chance of being brought to maturity ("functional autonomy") due to a stifling of growth through continually applying extrinsic rewards which are superficial in nature. We can see this problem exhibited in so many evaluation situations; for example, there quite often seems to be the use of evaluation procedures which are remote and unintelligible, resulting in dispensing of the available money to the alleged "desirables" and large doses of indifference to the "undesirables." In the opinion of many employees, this is one of

the reasons why merit pay doesn't work; the system "grants" merit for unclear reasons (which is extremely confusing and degrading for those not favored - the ones favored don't learn much either), rather than providing incentives (including money) for meeting clear goals. New design managers have recognized for some time that union organizers, would have little reason for success if administrators were meeting the needs of workers through motivational applications of psychological rewards which recognize the real basis of human behavior (Schwartz, Pp. 137-140).

DEVELOPING HUMAN RESOURCES FOR PRODUCTIVITY

Einstein (Haimowitz & Haimowitz, 1973, p. 205) demonstrated he knew a great deal more than physics when he said, "behind every achievement exists the motivation which is at the foundation of it and which in turn is strengthened and nourished by the accomplishment of the undertaking." It is very important to understand what causes people to work harder, produce more and in general maintain job satistaction. To accomplish this, the key is to understand what part administration plays in motivating employees on behalf of the organization. In far too many cases administrators get away with playing a "Kingship Role" which not only lacks benevolence, but is void of any consideration for others resulting in an "out-of-balance" situation in a negative direction.

Competent managers, serving their roles well, understand that motivation is not what one makes a worker do, but what he/she (the administrator) does to allow the forces (energies) within people to be manifested in a way which causes them to move or act in a certain direction or manner. For an example, employees will carry out tasks because they want to satisfy needs, as individual needs are the cause of motivation. The need to achieve, to be valued and to feel like you belong are all important motivational factors.

As Combs and Snygg (1959) have discussed, a person's concept of himself determines what he does and how he behaves. The positive or negative experiences one has over a period of time affects the way the individual learns to look at himself/herself. How a person sees one's self (or self-concept), is basic to understanding behavior; this has been known for a long time by psychologists, philosophers, educators and learned managers alike.

After several years of service in administrative and management positions, and with the support of a formal academic background related to human behavior, some personal conclusions about motivational factors which are significant to management and human behavior will be presented. The statements are not all inclusive and are derived from the many years of accumulation of observations and perceptions gained from many behavioral scientists, managers and administrative systems. The factors presented here which are related to motivation and are perceived as being very important in affecting the way in which employees respond to management, are as follows:

A. RESPECT: Individuals need to feel like they belong, that they are wanted and trusted. Employees' needs for self-esteem, approval and recognition provide a key for selecting and/or keeping administrators who have the depth of knowledge, feeling and sensitivity which is required to show appropriate respect for all human beings who are a part of the organization. Managers who do not (or are unable to) hold their employees in high regard will depreciate positive and productive results which come from showing sincere appreciation for individuals.

B. SUCCESS: Management must understand that success usually increases interest and effort by employees and failure usually leads to withdrawal, hopelessness or irrational behavior. Managers who lack the knowledge, experience and skill to properly work with people are usually somewhat egotistical and tend to want to claim all successes as their own (also, these types have a personal problem accepting success in others). They tend not to see that individual successes strengthen the total organization. Of course, when managers must claim other's succeses as their own there is usually a psychological loss for the employee who eventually will be less productive and the company will be the eventual loser.

C. REWARD and PRAISE: Individuals will respond to praise in a positive manner and produce more for the organization; management which uses threatening and punishing procedures will normally find a reduction in individual capacity for output and mental reasoning. Two other results are a more aggressive behavior directed toward administration or withdrawal from productive involvement.

D. PURPOSE: Individuals who are challenged and are provided work which is stimulating will have the incentive to produce more; when management establishes working conditions which are narrow and overly routine, employees will experience a reduction in intention to produce and lapse into boredom.

E. KNOWLEDGE of PROGRESS: Individuals are reinforced by knowing they and their jobs are important enough to receive constant evaluation and supervision (to know where they stand); management which fails to provide feedback on progress will soon find themselves with employees without direction resulting in loss of adequate performance and production.

F. COOPERATION: Individuals working for the same goals will respond well in a healthy and positive environment which encourages teamwork; management which allows or arranges unfair competitive situations will find themselves with several humiliated or demoralized employees resulting in a loss to the organization.

G. IDENTIFICATION: Individuals tend to identify with leaders who set desirable examples; production is not likely to be positively influenced if managers lack enthusiasm, energy and competence in their administrative roles.

H. ACHIEVEMENT: Individuals who have a sense of mastering a job or assignment tend to maintain an intrinsic or self reinforcing feeling which includes high self-esteem; management which places too many employees into too few work assignments may diffuse possibilities for

individual achievement resulting in decreased potential for production.

I. CURIOSITY: Individuals are interested in exploring and understanding a wide range of the working environment. An open, democratic style of communication by management can direct these energies into positive solutions to organizational problems; management which is closed and unresponsive stifles curiosity and narrows potentials for problem solving and improved productivity.

J. PHYSICAL ENVIRONMENT: Individuals are generally more enthusiastic about producing in an attractive and comfortable environment; management which arranges a stark and unvaried work place may generate workers who mentally operate on the same level.

K. THE FUNCTIONAL RESULT: Individuals tend to be more motivated when their work is perceived as being useful; management which provides work assignments which have little meaning will find an increasing number of bored employees.

L. SECURITY: Individuals are usually encouraged to work harder when they feel secure about their status; management which fails to respect performance by praise, promotion or friendly interpersonal relationships and communications will find a depreciation in morale.

M. ATTITUDES: Individuals develop positive feelings about an organization through working with managers who practice a policy of human development over a long period of time; managers who don't understand or respect the needs for development of individuals will, in time, find feelings toward the manager and the organization moving in a negative direction which can result in destroying any possibility of loyalty, and usually causing a depressed, unproductive and sometimes volatile situation.

N. CLEAR GOALS: While purpose is discussed here as the intent to do something, goals are a "target to shoot for." Individuals are only able to make definite plans to meet goals which are clear and well defined; management which fails to have definite goals and clear assignments will have employees who see no relationship between what they are doing and the organizational purpose, resulting in poor performance.

O. SOCIAL APPROVAL: Individuals are reinforced by approval from fellow workers and managers; management which fails to perceive the importance of a strong social fabric or network which includes every employee will generally find a breakdown of identification with the organization and a rapidly deteriorating morale among workers.

P. MATURATION: Individuals who are treated as adults will tend to maintain a readiness and functional independence to carry out assigned duties in a professional and efficient manner; managers who are marginal and unsatisfactory (themselves lacking maturity) will stifle individual development; those in charge of mature people will find their employees' creativity and independence directed toward their own interests rather than that of the organization.

CONCLUSION

Organizational systems are changing to meet the challenges for better production. These changes involve the realization that satisfactory progress can most effectively be accomplished through development of individual employees. To develop people resources, human behavior must be fully understood, therefore, the "new design managers" are required to have a complete knowledge base related to psychological needs and what motivates individuals.

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